



SC Annual School Report Card Summary

Lake City College Prep Academy

Grades: K-12 Enrollment: 217
Principal: Dr. Deloris Brown
Superintendent: Wayne Brazell, Ph. D.
Board Chair: Don McLaurin

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Below Average	Average	TBD	TBD	D	N/A
2013	Below Average	Excellent	GOLD	SILVER	B	Priority
2012	At-Risk	At-Risk	N/A	N/A	F	Priority

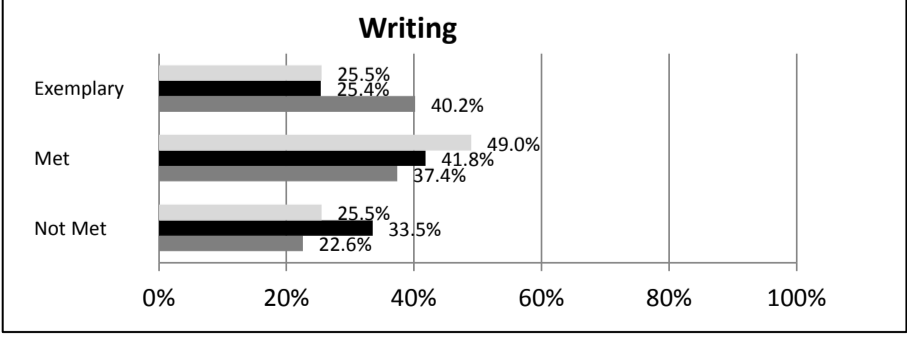
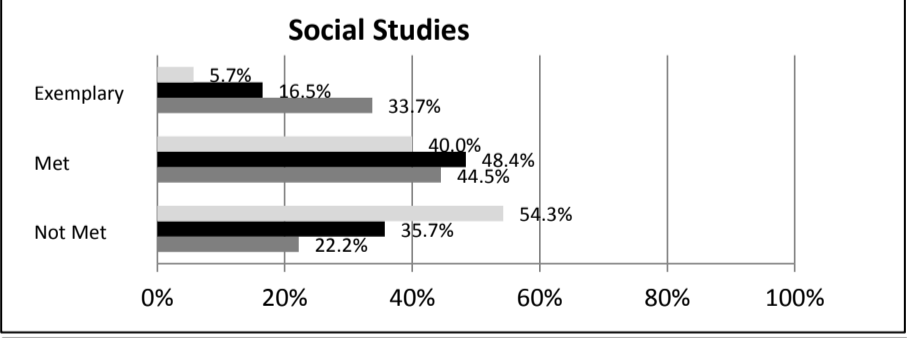
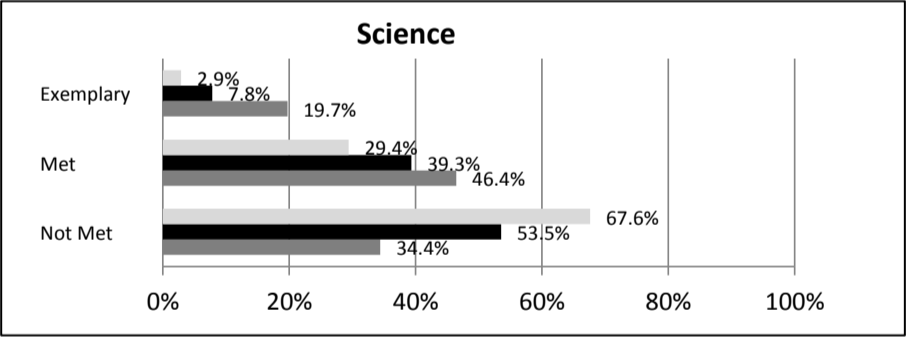
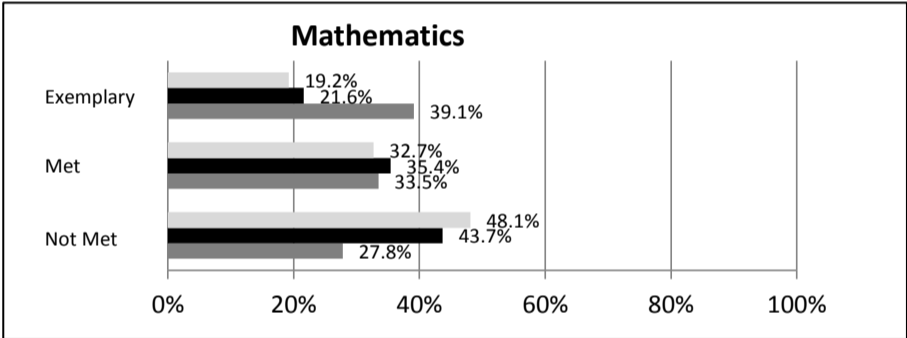
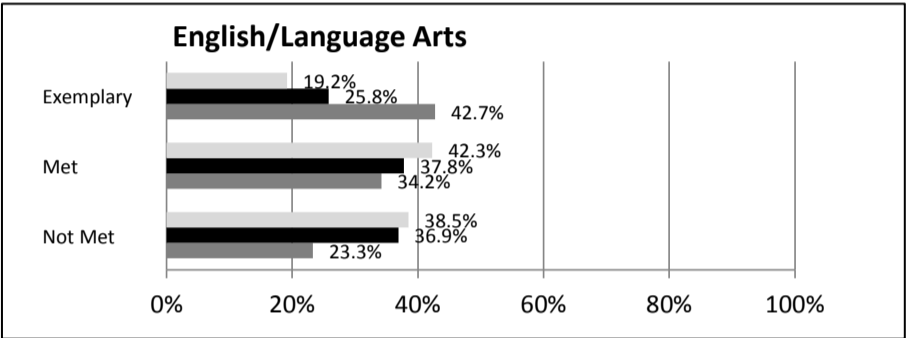
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	5	78	43	15

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

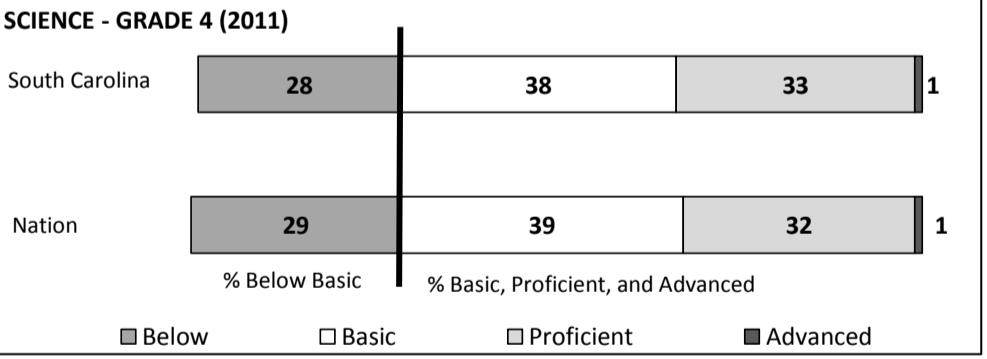
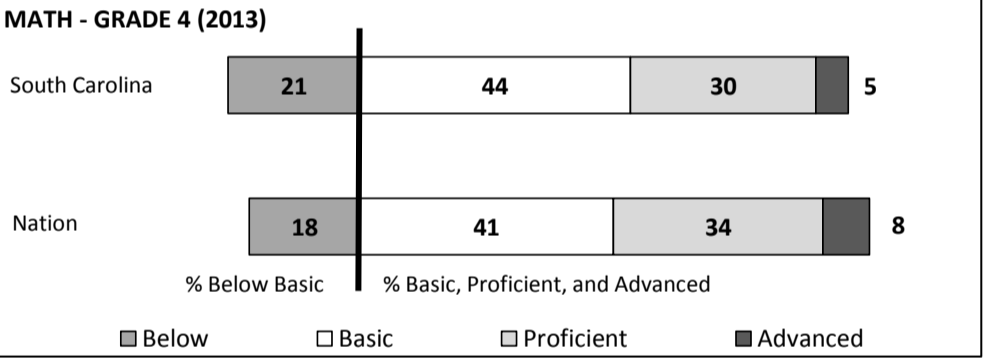
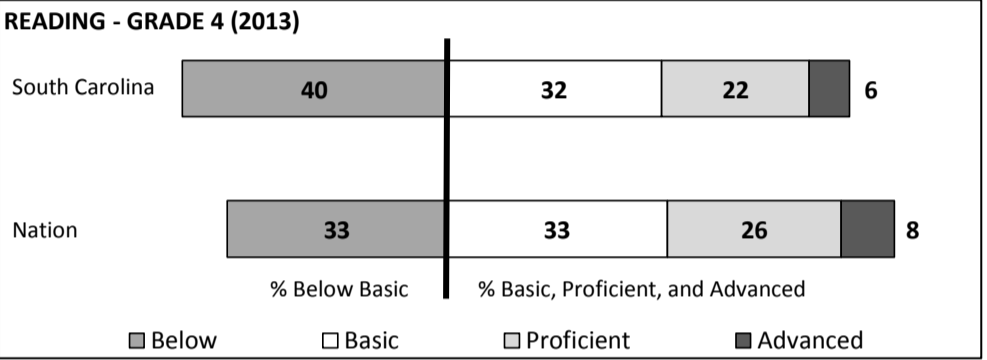
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 217)				
Retention rate	0.0%	Down from 1.1%	1.5%	1.0%
Attendance rate	99.9%	Up from 94.1%	96.0%	96.5%
Served by gifted and talented program	0.0%	No change	2.4%	7.3%
With disabilities	21.1%	Down from 22.9%	14.2%	12.5%
Older than usual for grade	4.9%	Down from 7.8%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n = 20)				
Teachers with advanced degrees	30.0%	Up from 27.8%	60.6%	62.3%
Continuing contract teachers	50.0%	Up from 44.4%	73.2%	81.2%
Teachers returning from previous year	73.3%	N/A	83.2%	88.4%
Teacher attendance rate	98.7%	Down from 99.2%	95.2%	95.3%
Average teacher salary*	\$34,803	Up 7.4%	\$45,696	\$47,902
Classes not taught by highly qualified teachers	29.8%	Up from 28.4%	0.0%	0.0%
Professional development days/teacher	0.9 days	Down from 1.3 days	9.8 days	10.9 days
School				
Principal's years at school	4.0	No change	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 15.4 to 1	18.5 to 1	19.9 to 1
Prime instructional time	99.0%	Up from 93.2%	90.4%	90.7%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$12,406	Up 6.9%	\$8,603	\$7,680
Percent of expenditures for instruction**	58.7%	Up from 46.0%	64.1%	66.8%
Percent of expenditures for teacher salaries**	40.1%	Up from 40.0%	63.8%	66.0%
ESEA composite index score	64.7	Down from 80.0	68.5	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	6	N/R	N/R
Percent satisfied with learning environment	-4.0%	-4.0%	-4.0%
Percent satisfied with social and physical environment	-4.0%	-4.0%	-4.0%
Percent satisfied with school-home relations	-4.0%	-4.0%	-4.0%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As a winner of SC Palmetto Gold and Silver Award, LCCPA utilizes a research-based artistic model in conjunction with the academic curriculum to address the needs of the whole child. The school provides strong character development lessons for students and their families through our Family University Series (FUS). Through FUS we offer parenting classes to help parents learn how to help their children with academic needs and also social development. Example includes our Annual Reading and Math Parent Conference and our Parent Student Northeastern and Southeastern College Tours. We also provide students with standardized lessons in core curriculum courses such as math, science, social studies, and English using the arts to motivate students to complete the assignments. Because we cater to the whole child, each student has an opportunity to get tutoring during our extended school day.

Additionally, students at LCCPA also participate in a variety of Artistic classes like: Band, Chorus, Dance, and Theatre and Visual Arts. To this end, each student actively prepares for a minimum of two of four major artistic performances. These artistic preparations allow students to utilize a variety of academic skills that correlate to their artistic classes. These academically supportive assignments in artistic classes include

reading scripts in theatre arts; reading or singing lyrics that use specific rhythms and patterns in English or a foreign language, and learning how to use geometry, geography skills and fractions that relate to math (1/2 note, quarter notes etc.), social studies. Some other accomplishments and opportunities include:

- Honors Classes- Advancement Via Individual Determination (A.V.I.D.) Program)

- Opportunities to participate in all sports

- Band, Chorus, Dance, Theatre, and Visual Arts Classes Performances

- 2013 National History Day State Champions

- 2nd Place Sandhills Regional Science Fair Winners

At LCCPA we realize that some students need additional supports in the form of more time on tasks. Theses supports were incorporated in the extended school day/year program which begins at 8:00AM and ends at 4PM and also in the summer. Thus, students receive additional supports in the form of small group individualized tutoring and intervention classes. These built-in classes take place at the end of the day to assist students by giving teachers additional time to review strategies and skills that may take longer for students to learn, or for test prep practice. The advance students use this time to extend their knowledge and practice in a specific student selected artistic course.

Dr. Deloris Brown, Principal
Family University Coordinator

Ms. Kristen McCrea,

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